



## Alverton Curriculum Progression in Writing

	EYFS Links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Composition</b>		<p>I can write sentences by saying out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing it.</p>	<p>I can plan or say out loud what I am going to write about.</p> <p>I can write down ideas and/or key words, including new vocabulary.</p> <p>I can encapsulate what I want to say, sentence by sentence.</p>	<p>I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>I can discuss and recording ideas,</p>		<p>I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.</p> <p>I can develop initial ideas, drawing on reading and research where necessary.</p> <p>I can consider how authors have developed characters and settings.</p>	
	I can write simple phrases and sentences that can be read by others.	I can sequence sentences to form short narratives .	<p>I can write narratives about personal experiences and those of others (real and fictional)</p> <p>I can write poetry.</p> <p>I can write for different purposes</p>	<p>I can compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>I can organise paragraphs around a theme</p> <p>I can create settings, characters and plot.</p> <p>I can use simple organisational devices.</p>		<p>I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>I can describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>I can préise longer passages.</p> <p>I can use a wide range of devices to build cohesion within and across paragraphs.</p> <p>I can use further organisational and presentational devices to</p>	



## Alverton Curriculum Progression in Writing

					structure text and to guide the reader.
		<p>I can re-read what I have written to check that it makes sense</p> <p>I can discuss what I have written with the teacher or other pupils.</p> <p>I can read my writing aloud</p>	<p>I can evaluate my writing with the teacher and other pupils.</p> <p>I can reread to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>I can proofread to check for errors in spelling, grammar and punctuation.</p> <p>I can read aloud what I have written with appropriate intonation to make the meaning clear.</p>	<p>I can assess the effectiveness of my own and others' writing and suggest improvements.</p> <p>I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>I can proofread for spelling and punctuation errors.</p> <p>I can read my own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>I can assess the effectiveness of my own and others' writing.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>I can proofread for spelling and punctuation errors.</p> <p>I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>



# Alverton Curriculum Progression in Writing

Grammar		<p>I can leave spaces between words.</p> <p>I can join words clauses using 'and'.</p> <p>I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>I can use a range of punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>I can write sentences with different forms: statement, question, exclamation, command.</p> <p>I can write expanded noun phrases to describe and specify.</p> <p>I can write the present and past tenses correctly and consistently, including the</p>	<p>I can express time, place and cause using conjunctions, adverbs or prepositions.</p> <p>I can organise paragraphs around a theme.</p> <p>I can use headings and sub-headings to aid presentation.</p> <p>I can the present perfect form of verbs instead of the simple past.</p> <p>I can create settings, characters and plot in narratives.</p> <p>I can add inverted commas to punctuate direct speech.</p>	<p>I can use the Standard English forms for verb inflections instead of local spoken forms.</p> <p>I can write noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>I can use paragraphs to organise ideas around a theme.</p> <p>I can include fronted adverbials with a comma.</p> <p>I can choose the appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>I can convert nouns or adjectives into verbs using suffixes.</p> <p>I can include relative clauses.</p> <p>I can include degrees of possibility using adverbs or modal verbs.</p> <p>I can use devices to build cohesion within a paragraph.</p> <p>I can link ideas across paragraphs using adverbials of time and number or tense choices.</p> <p>I can use brackets, dashes or</p>	<p>I know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>I know how words are related by meaning as synonyms and antonyms.</p> <p>I can use the passive voice.</p> <p>I can use the difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p>
---------	--	--	--	---	--	--	---



## Alverton Curriculum Progression in Writing

			<p>progressive form.</p> <p>I can use a range of conjunctions, subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>		<p>I can correctly write speech punctuation.</p> <p>I can use apostrophes to mark plural possession.</p>	<p>commas to indicate parenthesis.</p> <p>I can use commas to clarify meaning or avoid ambiguity.</p>	<p>I can link ideas across paragraphs using a wider range of cohesive devices.</p> <p>I can use layout devices.</p> <p>I can use the semi-colon, colon, dash and hyphen.</p>
I can use the following terminology.		<p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>determiner pronoun, possessive pronoun adverbial</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>
<b>Spelling</b>	<p><b>Little Wandle</b></p> <p>I can spell words by identifying sounds in them and</p>	<p><b>English Appendix 1</b></p> <p><b>Little Wandle</b></p> <p>I can spell words containing each of the 40+</p>	<p><b>English Appendix 1</b></p> <p><b>RWI Year 2</b></p> <p>I can segment spoken words into phonemes</p>	<p><b>English Appendix 1</b></p> <p><b>RWI Year 3</b></p> <p><b>RWI Year 4</b></p>		<p><b>English Appendix 1</b></p> <p><b>RWI Year 5</b></p> <p><b>RWI Year 6</b></p>	



## Alverton Curriculum Progression in Writing

	representing the sounds with a letter or letters.	phonemes already taught.	and represent these by graphemes, spelling many correctly. I know new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling.		
		I can spell common exception words. I can spell the days of the week.	I can spell common exception words. I can spell more words with contracted forms. I can spell a few common homophones.	I can spell words that are often misspelt.  I can spell further homophones.	I can spell words that are often misspelt.  I can distinguish between homophones and other words which are often confused.
		I can name the letters of the alphabet in order and to distinguish between alternative		I can use the first 2 or 3 letters of a word to check its spelling in a dictionary.	I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.  I can use a thesaurus.



## Alverton Curriculum Progression in Writing

		spellings of the same sound.					
		<p>I can use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>I can add the prefix un–</p> <p>I can add the suffixes –ing, –ed, –er and –est</p>	<p>I can use the possessive apostrophe (singular)</p> <p>I can distinguish between homophones and near-homophones.</p> <p>I can add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.</p>	<p>I can place the possessive apostrophe accurately in words with regular and irregular plurals.</p> <p>I can add further prefixes and suffixes.</p> <p>I can form nouns using a range of prefixes.</p> <p>I can use of the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <p>I understand how word families are based on common words and related in form and meaning.</p>		<p>I can spell further prefixes and suffixes and understand the guidance for adding them.</p> <p>I can spell some words with ‘silent’ letters.</p> <p>I can use my knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt,</p>	
		I can write from memory simple sentences dictated by the teacher.	I can write from memory simple sentences dictated by the teacher or peers.	I can write from memory simple sentences dictated by the teacher or peers.	I can write from memory simple sentences dictated by the teacher or peers.	I can write from memory simple sentences dictated by the teacher or peers.	I can write from memory simple sentences dictated by the teacher or peers.
<b>Handwriting</b>	<b>Little Wandle</b> I can write recognisable letters, most of which are correctly formed.	<b>Little Wandle</b> I can sit correctly at a table, holding a pencil comfortably and correctly.	<b>Collins Focus</b> I can form lower-case letters of the correct size relative to one another.	<b>Collins Focus</b> I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined..		<b>Collins Focus</b> I can write legibly, fluently and with increasing speed. I can choose which shape of a letter to use when given choices	



## Alverton Curriculum Progression in Writing

		<p>I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>I can form capital letters.</p> <p>I can form digits 0-9.</p> <p>I can understand which letters belong to which handwriting 'families'.</p>	<p>I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>I can use spacing between words that reflects the size of the letters.</p>	<p>I can write the downstrokes of letters so that they are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>and decide whether or not to join specific letters.</p> <p>I can choose the writing implement that is best suited for a task,</p>
--	--	---	---	---	--